DOCUMENT RESUME

ED 448 428 CS 014 213

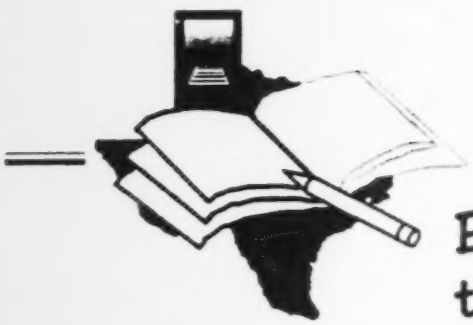
AUTHOR Linan-Thompson, Sylvia; Hickman-Davis, Peggy; Light, Melissa
TITLE Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program.
INSTITUTION Texas Education Agency, Austin.; Texas Univ., Austin. Texas Center for Reading and Language Arts.
PUB DATE 2001-00-00
NOTE 64p.
AVAILABLE FROM Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494. Tel: 512-463-9734; Web site: http://www.tea.state.tx.us/.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Beginning Reading; Elementary Education; Lesson Plans; *Reading Comprehension; *Reading Difficulties; *Reading Strategies; *Remedial Reading; *Spelling; Vocabulary Development
IDENTIFIERS *Phonological Awareness; *Reading Fluency

ABSTRACT

The activities in this manual are drawn from converging research evidence on the effectiveness of critical components to early reading success. These instructional elements include: phonological awareness, fluent reading in a variety of texts, comprehension strategies and vocabulary development, decoding strategies, and word analysis. The activities in the manual are intended to provide the additional practice struggling readers need to develop basic reading strategies. The manual is divided into four sections: Fluency, Phonological Awareness, Instructional Reading, and Word Analysis and Spelling. A sample lesson plan illustrating how the sections can be organized for a 30-minute lesson is included. Each section of the manual contains an overview of the instructional element followed by a sample lesson that provides a model for introducing the skill. The section overview also discusses progress monitoring. (RS)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 448 428



Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
K.L. Cruse
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

CS 014 213

Texas Center for Reading and Language Arts
College of Education, The University of Texas at Austin •
Texas Education Agency • Region XIII Education Service Center

BEST COPY AVAILABLE

INTRODUCTION

Overview

The activities in this manual are drawn from converging research evidence on the effectiveness of critical components to early reading success (Snow, Burns, & Griffin, 1998). These instructional elements include: phonological awareness, fluent reading in a variety of texts, comprehension strategies and vocabulary development, decoding strategies, and word analysis. To improve their reading proficiency, students who struggle with reading need intensive, systematic, and explicit instruction in these in addition to their regular classroom reading instruction. The activities in this manual are intended to be used as a supplement to the regular classroom reading program and to provide the additional practice struggling readers need to develop basic reading strategies.

The manual is divided into four sections: **Fluency**, **Phonological Awareness**, **Instructional Reading** with comprehension, and **Word Analysis and Spelling**. A sample lesson plan on the next page illustrates how the sections can be organized for a 30-minute lesson. Each section of the manual contains an overview of the instructional element followed by a sample lesson that provides a model for introducing the skill. The subsequent lessons can be used to review, practice, and reinforce the skill or skills associated with the element. Lesson plans for the activities include the objective for the lesson, a list of materials needed, and steps for completing the activity. In addition, the plans include adaptations for differing levels of instruction and modifications for English language learners.

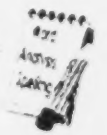
Progress Monitoring

The section overview also discusses progress monitoring, another component of accelerated reading instruction. Weekly monitoring of student progress can be used to document student growth and to inform instruction. Timed reading and writing activities provide both teachers and students with an index of the student's fluency level.

Acknowledgments

We gratefully acknowledge the support of the following individuals and agencies for their contributions to this study and manual: The Texas Education Agency, in particular Robin Gilchrist, Assistant Commissioner; Del Valle and Austin Independent School Districts; the principals, teachers, and students for their participation in the study; and the reading teachers for their participation in the study and their contributions to the manual: Azucena Garcia, Peggy Hickman-Davis, Melissa Light, Kristina Roberts, and Stacey Sullivan. Special thanks to all our reviewers for their valuable contributions.

This manual was written by Sylvia Linan-Thompson, Peggy Hickman-Davis, and Melissa Light and was designed by Marcel LeJeune.



Sample Daily Lesson Plan

Area of Instruction	Activity
Fluency **5 minutes** The students will practice reading quickly, accurately, and expressively with a partner.	**Partner Reading** 1. Pair students and have them take turns reading for three minutes each with the stronger partner reading first to model for the second partner. 2. Have each partner read the same passage for one minute. 3. Instruct the students to graph on graph paper the number of words read correctly.
Phonological Awareness **5 minutes** The students will identify and isolate the sound /sl/ at the beginning of spoken words.	**Smiley Faced Phonemes** 1. Give a smiley face sticker to each student, telling him/her to place it on his or her thumb. 2. Tell students, "The sound we will be listening for at the beginning of the words I say is /sl/. That is two sounds together, first /s/, then /l/. When said together, they sound like this: /sl/." 3. Say words out loud, some beginning in /sl/, some not. The students will put their thumbs up when they hear words that begin with /sl/. 4. Students will produce and segment words that begin with /sl.
Instructional Reading **10 minutes** The students will read Snip and Snap.	1. Preview vocabulary and take a "book walk" through the pages, give a brief introduction to the content of the story as well as the main characters. 2. Help students decode unfamiliar words. 3. Remind the students that after they have decoded an unfamiliar word, they are to reread the sentence containing that word. 4. Stop at relevant points to check students' comprehension. 5. Afterwards, review with the students what has happened in the story.
Word Analysis/Spelling **5 minutes** The students will review words from the book they read, which has many words that begin with the sounds /sl/, as well as other words that begin with /s/ followed by other consonants	***S* Blends** 1. Pass out five blank word cards to the students. 2. Ask the students to write the "words" *lip, lap, kid, top,* and *kip* on the cards, leaving space at the beginning of each card. Each student will write an *s* on a sticky note. 3. Students will place the sticky note with the letter *s* in front of the word on the word card to make a new word. Read the new word together. 4. Ask students to write the new word in their journals. 5. Continue with the other words. 6. When finished, have the students read through the five new words written in their journals again.
Progress Monitoring **5 minutes** 1-minute timed writing	1. Students will write as many words as they can in one minute and graph the number correct.

TABLE OF CONTENTS

Fluency....4
- Reading and Rereading: How Speedy are You?....6
- Fluency Word Cards....8
- Word Folder....9
- On Your Mark, Get Set, Go!....10
- "And the Answer Is..."....11
- Listening to Fluency: Rate and Expression....12
- Partner Reading....13
- Sight Word Road Race....14

Phonological Awareness....16
- Rhyming Memory Match....18
- Which Ones Share A Common Sound?....19
- Rhyming Picture Cards....20
- Syllable Counting....21
- The Name Game....22
- Phoneme Chart....23
- Mother, May I?....24
- Smiley Faced Phonemes....25
- Discriminating Phonemes....26
- What's the Difference....27

Instructional Reading....28
- The Ws of Story Comprehension....30
- Comprehension: Story Mapping....31
- Decoding: Consonant Blending and Digraphs....32
- Decoding: Word Patterns....33
- Decoding: Chunking....34
- Decoding: Analogy....35
- "Sight" Words....36
- Decoding: Vowel Dipthongs....37
- Decoding: Long Vowels and Vowel Digraphs....38
- Decoding: *r*-Controlled Vowels....39

Word Analysis/Spelling....40
- Change One Letter....42
- Word Pattern Match....43
- Contraction Concentration....44
- *S* Blends....45
- Letters and Words....46
- Stand and Be Read!....47
- Fish for Word Patterns! (or Fish for Rimes!)....48
- Word Hunt....49
- Word Study Boggle....50

Appendices....51
- Appendix A: Guidelines for Choosing Materials....52
- Appendix B: Directions for 1-Minute Administration of Reading passages....53
- Appendix C: Directions for Making Sight Word Road Race Boards....54
- Appendix D: Blends and Digraphs, Short and Long Vowel Patterns, and High-Frequency Words....55
- Appendix E: Sequence for Word Analysis/Spelling....56
- Appendix F: Bibliography of Decodable Books Series....57
- Appendix G: Suggested Contraction List....60
- Appendix H: Teacher Resources....61

References....63

Fluency

Fluent reading consists of three components: rate, accuracy, and prosody (prosody refers to intonation, stress, and pauses). The main goal of fluent reading practice is to provide students with opportunities to read accurately and quickly, if they are reading words only, and/or with appropriate expression, if they are reading texts. As students make gains in reading fluency, they are able to focus more of their reading energy on comprehension, rather than on decoding, and are therefore better able to analyze, interpret, and draw conclusions from their reading (White, 1995).

Reading and rereading words, passages, or texts at their independent reading level helps students develop fluency. To determine a student's independent reading level, you should ask her/him to read two or three previously unread passages from a grade-level text with similar levels of difficulty and readability at the beginning of the school year and again every three to four weeks (see Appendices A and B "Guidelines for Choosing Materials," and "Directions for 1-Minute Administration of Reading Passages"). If a student reads a text with 97-100% accuracy, then that text is considered to be at the student's independent level and appropriate for fluent reading. In general, for second-grade students, reading grade-level material, 85 words per minute is the target rate (with a range of 50-80 words per minute at the beginning of the year); 3rd-grade students reading grade-level material will average 110 words per minute; 4th-grade students will average 120 words per minute, and 5th-grade students will average 130 words per minute, in grade-level texts.

The words, passages, and texts you choose to increase students' fluent reading may include familiar word cards, poems, or texts. The main idea to remember is that repeated reading encourages rapid decoding and fluent word recognition (and, hence, better comprehension) through repeated exposure to words. As students read and reread words, passages, or texts, their reading speed, accuracy, and comprehension should increase.

Two activities that have been shown to be successful in helping students gain fluency include tape-assisted reading and partner reading. Both of these activities may take varied forms, as outlined and described in the **Fluency** lesson plans. Basic steps involved in instructing students in speed, accuracy, and expression are outlined below.

The activities in this section are not presented in sequential order but are representative examples of activitis for teaching different skills.

English Language Learners

For English language learners, as with other students, practice in fluent reading of texts is extremely important. Daily exposure to fluent reading, through tape-assisted reading (reading in synchronization with the tape while tracking print) and through listening to passages read aloud while following print, not only familiarizes students with appropriate reading rates, but also allows them to hear models of reading prosody. Hearing the sounds and expressions used in reading English text may alert English language learners to intonation patterns that may differ from those of their home language.

Progress Monitoring

Progress monitoring during **Fluency** has two purposes. The first is to inform instruction on a weekly basis and the second is to track the students' progress toward a goal for example grade-level text. This type of progress monitoring takes place approximately once a month.

To monitor a students' independent reading level, use text that is one level above their current

level. When they reach the appropriate rate, adjust their reading material during fluent reading. To monitor a student's progress toward a set goal, use grade-level or goal-level text during progress monitoring.

How to Teach Fluency: Basic Steps

Objective: The students will gain speed, accuracy, and expression (prosody) in reading

Materials:

- Books at the students' independent reading level (see above to determine independent level)
  or
- Word cards

Lesson: Explain to the students that fluent reading should sound like natural speech. Tell them that, they should read quickly, accurately, and with expression (prosody). Then,

1. Model reading with speed, accuracy, and expression. Give students both an example of what fluent reading sounds like, as well as what it does **not** sound like (or, what it would sound like if someone is **not** reading with appropriate speed and accuracy -- e.g., a nonexample).

2. Ask the students if your reading sounded natural or unnatural.

3. Ask each student to give an example of sentences read with speed, accuracy, and expression. Tell the students that they can use sentences from your reading or choose an example of their own.

4. Evaluate students' understanding of fluency in terms of speed, accuracy, and expression. Reteach any concepts they do not understand.

5. Allow the students to practice fluent reading of books or other reading material, either independently or with a partner. Guide the students to find appropriate materials; if students have difficulty understanding what materials are at their independent level, choose the books for them, telling them that they want to look for materials that they are able to read quickly, accurately (with less than one error every 20 words), and with expression.

READING AND REREADING: HOW SPEEDY ARE YOU?

OBJECTIVE: The students will conduct daily repeated readings of an independent-level reading selection, graphing their speed.

MATERIALS:

- A copy of a reading selection for each student at his/her independent reading level
- Timer
- Graph paper and pencil or marker, one each per student

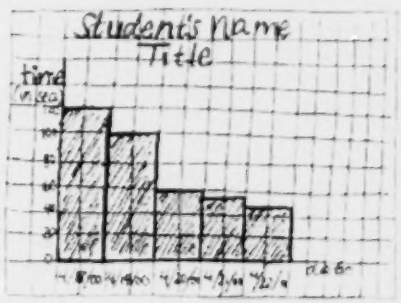
LESSON:

Remind students of the appropriate rate or speed of fluent reading (give examples). Explain that they will be practicing their reading speed by reading the same book or selection each day for a week and graphing their speed results. Then,

1. To keep the length consistent, determine at what point in the book or material each student will begin and end reading each day.

2. Time the student's reading. Graph the length of time it took her/him to read the selection, adding one second per misread word to the total time.

3. Have the student reread the same selection several days. Mark the student's speed on the graph; reading time should decrease.

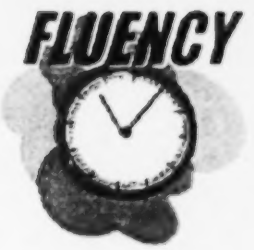


ADAPTATIONS:

Have the student begin reading from the same point each day, for a prescribed length of time (i.e., one minute), and graph the number of words or sentences the student is able to read correctly in that amount of time (the number should increase)

Have each student evaluate their accuracy and expression in reading by analyzing his/her own recorded reading. At the end of the week, place the student's cassette tape with the most fluent reading of the text in a zipper bag together with the book or reading selection. Make it available to other students, as a model of fluent reading.

FLUENCY WORD CARDS



OBJECTIVE: The students will read word cards with accuracy.

MATERIALS:

- Word cards with words that contain familiar spelling patterns (or blends, rimes, digraphs, etc.)

LESSON:

Tell the students that they will be reading cards with familiar word patterns. Then,

1. Ask a student to read the first word card. Give the student no more than three seconds to answer.

2. If the student reads the card correctly, place it face-down on the table. If the student cannot read the card, tell him/her what the word is, emphasizing the pattern, and place the unread or misread card in front of the student.

3. Show the following word card to the next student, repeating step 2. Repeat until all word cards have been read or given to students.

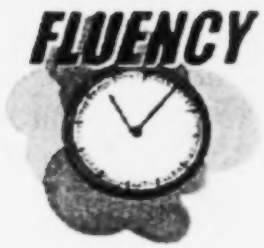
4. Have the students who have cards in front of them attempt to read those words again. If they are able to read the card quickly and easily, take it back.

5. If a student misreads any words again, have the student keep the card and ask her/him to practice reading it.

ADAPTATIONS:

To check for comprehension ask students to use each word in a complete sentence.

Instead of using word patterns, use cards with sight words written on them, and have the students use the words in sentences.



SLAP!

OBJECTIVE: The students will gain speed and accuracy in reading word cards.

MATERIALS:

- For each pair of students, one set of word cards of at least 50 cards. The words may be sight words, pattern words, or a combination of the two; they must, however, be words with which the students are already familiar (independent level)

LESSON:

This activity is similar to the card game "Slap Jack." Have the students sit in pairs and mix the cards in their set. Then,

1. Write or tell the students which word or pattern will be the "slap" card(s).

2. The students hold their stack of cards face-down and when you say, "Go!" each student turns over a card and, as quickly as possible, reads it, then places it face-up in a shared pile.

3. When a student flips and reads a "slap" word card, each student tries to be the first to "slap" the pile of cards with his/her palm. The first student to slap the pile reads the card again, and if she/he reads it correctly, collects the pile of cards.

4. If the student does not read the card correctly, the other student gets a chance to read the card, and if correct, he/she collects the pile. The student then shuffles these cards into his/her stack.

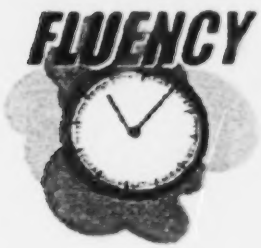
5. Continue playing until one player has all or most of the cards.

ADAPTATIONS:

Make the "slap" word a sight word or word pattern that has proven difficult for the students.

For **English language learners**, clarify the pronunciation and meaning of all unknown words before beginning the game.

WORD FOLDER



OBJECTIVE: The students will gain automaticity in reading unfamiliar words.

MATERIALS:
For Each Student:

- Manila file folder with the letters of the alphabet written on the inside in rows and columns (Word Folder) and misread words
- A pen or pencil
- A set of index cards (3x5 inches) with words misread during instructional reading
- A zipper bag

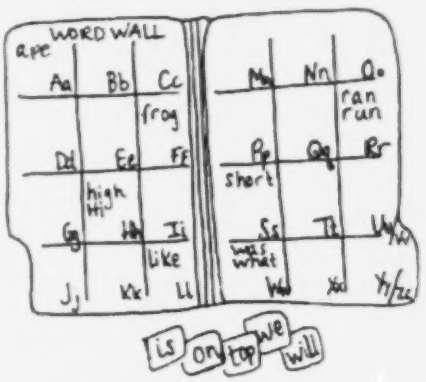
LESSON:

Tell students they will be reviewing previously misread words. Then,

1. Ask students to take their words out of the bag. Each student will read through his/her set of word cards.

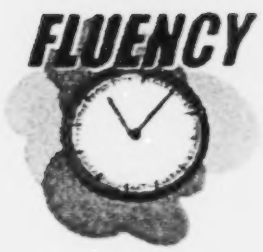
4. Place a checkmark on the back of all word cards that the student reads successfully without your help.

3. When a card has five checkmarks, the student places a small stamp or sticker next to the word on his/her word folder. After a word has a stamp placed next to it, hold the student accountable for reading that word correctly whenever it appears again.



ADAPTATIONS:
Keep the word folder accessible to students as they read daily, as a reference or to review from time to time.

Use these words during the timed fluency lessons (see the **Fluency** activity, "On Your Mark, Get Set, Go!").



ON YOUR MARK, GET SET, GO!

OBJECTIVE: The students will build word recognition speed and accuracy.

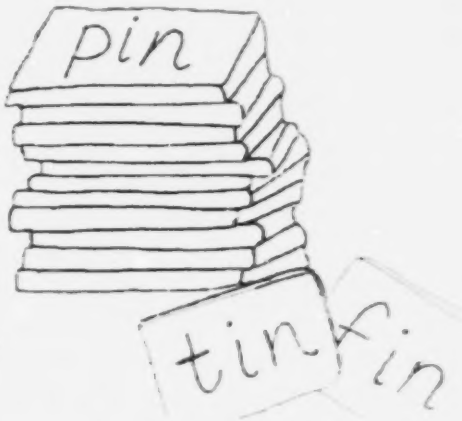
MATERIALS:

- One set of word cards per student. Each set should contain 20-25 familiar words
- Timer
- For each student, pencil and piece of paper numbered 1-5.

LESSON:

Assign students to pairs. Clarify any unfamiliar or unknown words before beginning the activity. Then,

1. Have the students exchange card sets. Tell them that they will take turns showing each other the cards one at a time, for a maximum of three seconds each, for a total of one minute (the cards may be read more than once). If a student misreads a word, the other will place the card face-down on the table.
2. The first student sets the timer for one minute, and prompts his/her partner to begin reading.
3. When one minute has passed, the student who was reading counts the number of cards read correctly, and writes that number beside the number 1 on her/his paper.



4. Review any of the words that students read inaccurately.
5. Have the partners switch roles and repeat steps 2, 3, and 4. Continue for a total of five rounds.

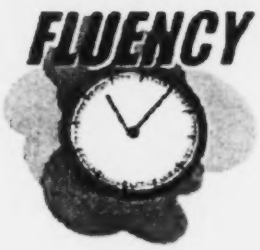
ADAPTATIONS:

Decrease the timing for the rounds to 45 or 30 seconds.

Add more word cards, use sight words, or words from the students' Word Folder words (see the **Fluency** activity "Word Folder").

For **English language learners**, clarify the meaning of all unknown words.

"AND THE ANSWER IS..."



OBJECTIVE: The students will gain speed and accuracy in reading and writing.

MATERIALS:

- For each student, paper and pencil or write-on/wipe-off board, marker, and eraser
- Timer

LESSON:

Each student should have a piece of paper and pencil (or write-on/wipe-off board) in front of them. Then,

1. Tell the students they will be writing a question. The question must be fairly easy to answer and all the words in the question must be spelled as correctly as possible. **Hold students accountable for correctly writing words they have learned**.

2. Give students one minute to write a question. Review the questions for clarity and spelling, then have the students hand their papers to the person on their right.

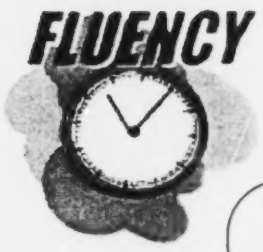
3. Give the students one minute to read and write an answer to the questions passed to them.

4. The students then pass the sheet with the answer back to the person who wrote the question, who checks it to see if the answer right.

ADAPTATIONS:

After each student has responded, you may want to have the students continue passing the paper to their right, to have all students answer each question. Remind the students to read the question carefully; one person may have answered the question incorrectly by not carefully reading it!

For **English language learners**, ask students to read their question aloud. If necessary, help students rephrase question to reflect grammar.



LISTENING TO FLUENCY: RATE AND EXPRESSION

OBJECTIVE: The students will read independently, with speed, accuracy, and expression, as they listen to a recording of text being read fluenty.

MATERIALS:

- A copy of the same book or independent-level reading material for each student
- A cassette tape recording of an individual reading the book or reading material in a fluent and expressive manner
- A cassette tape player
- Earphones, if appropriate

LESSON:

Give each student a copy of the book. If earphones are appropriate, provide these also. Then,

1. Tell students that as they listen to the material being read, they are to track the print and read along with the tape.

2. Play the tape. Make sure students are following the text as it is being read. Encourage them to note the speed and expression of the reader on the tape.

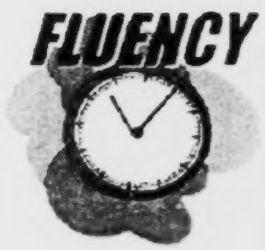
3. At the end of the selection, discuss the rate and expression of the reader on the tape. If appropriate, play the tape again, specifically noting the times when the reader's voice changes pitch or intonation.

4. Read the book again, as a group, *without* the tape, repeating the rate and expression used on the tape.

ADAPTATIONS:

Use a tape recording of a student from another group reading in a fluent manner. To extend this lesson, insert a blank tape and have the students read fluently into the tape recorder, to make their own copy of a "book on tape." Have these tapes available at other times for students to listen to and read along.

PARTNER READING



OBJECTIVE: The students will model and practice reading quickly, accurately, and expressively with a partner.

MATERIALS:

- Two or three copies of reading material, one copy for each student in the pair or small group
- Timer
- Graph paper and pencils, one per student

LESSON:

Assign student partners, select material that is at an **independent** level for the more advanced partner and at an **instructional** level for the second partner. Give each student a copy of the reading selection. Then,

1. Instruct students to read the book for three minutes each, with the more advanced partner reading first as the other follows along.

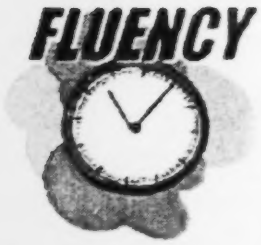
2. As the second partner reads the same book, the first student may help the second student decode any unfamiliar words.

3. Have the students, reread the same passage for one minute with the more advanced partner reading first. The partner who is not reading times the other student and keeps track of the words read incorrectly.

4. Each student graphs on her/his graph paper the number of words read correctly.

ADAPTATIONS:

If the students are on the same reading level, allow them to form their own pairs or make yourself the first reader, and have the students chorally "echo" your fluency.



SIGHT WORD ROAD RACE

OBJECTIVE: The students will recognize sight words or words with a particular rime or vowel pattern.

MATERIALS:

- Two game boards, or a pair of game boards for every 2 students (see Appendix C for directions for making the game boards and word cards)
- A set of game board word cards for each student
- A chip or game piece; for each student

LESSON:

This is a two-player game (if more than two students are in the group, divide them into pairs and have a different game board and word cards for each pair). To play the game,

1. Have each student put his/her game piece at the bottom of one column.

2. Tell each student to pick up her/his stack of sight word cards and in turn, read the cards aloud. Have students put the card read immediately behind the stack.

3. Explain that each student should read aloud through their word cards until he/she gets to the first word in the column. When a player finds the target word and reads it aloud, he/she moves the game piece onto that word.

4. The game continues, with the student reading the words and moving his/her game piece up in the first column, then over and down the next. The first student to reach the bottom of the second column, wins.

*The student does not "search" for the next card in the stack; she/he must read and reread all the words in the stack until the next word is read, thereby reading through the entire stack of words many times before the end of the game.

ADAPTATIONS:

For **English language learners**, picture cues next to the words may help the student with new vocabulary or difficult words.

Phonological Awareness

Phonological Awareness refers to a student's awareness of the sounds in words. This awareness includes the ability to identify and make rhymes as well as the ability to identify, blend, segment, and substitute words in sentences, syllables in words, onsets and rimes, and individual sounds in words (phonemes). As you teach phonological awareness, it is important to remember that each of the tasks and skills influences and is influenced by the others. Therefore, the activities in this section are not in sequential order but are representative examples of activities that can be used to teach different skills.

Phonological awareness activities are oral. Although pictures may be used for support, you may want to use them sparingly, as they take the focus away from attending to the sounds. Your main goal is to give students many opportunities to identify and manipulate phonemes in words.

English Language Learners

For students learning English as a second language, it is important to keep in mind that the phonological base of the students' first language may be different from that of English; that is, speech sounds in the first language may differ from speech sounds in English. Students may have difficulty hearing slight differences in sounds in English, such as those in short *e* and short *i*, or they may have difficulty producing certain sounds if these same sounds are not present in their first language. It is important that lessons in phonological awareness do not become lessons in which students' speech is corrected continuously; patience and care must be taken when working with students on sounds that may be unfamiliar to them because of language differences. It may be helpful to review letter-sound correspondence in English, as well as to have students both feel and hear the way the differing sounds are made.

Progress Monitoring

During each lesson you may monitor the students' progress in phonological skills by keeping a log (a checklist or progress sheet) of students' ability to rhyme, blend, and segment not only sounds in words, but syllables and parts of words as well. You can use this information to tailor the phonological awareness lessons to the individual skill level of the students.

How to Teach Phonological Awareness: Basic Steps

Objective: The students will demonstrate awareness of the discrete sounds and sound combinations in spoken words, and of their sequence within those words.

Materials: None

Lesson: Identify a phonological awareness task for the lesson. The tasks are segmentation, blending, and substitution of words in sentences, syllables, onsets-rimes, and individual phonemes. Then,

1. Model the task.
2. Ask the students to imitate the task.
3. Ask the students to do the task independently.

Examples:

Rhyming:

The word *bat* ends in the sounds -at. What is another word that rhymes with, or has an ending sound that is the same as *bat*?

Identifying, segmenting, and blending onsets and rimes:

What is the first sound in the word *bike*? If you take it away, what is left? /b/, -ike.

What word would I be saying if you put these two parts together? /s/ -ound. *Sound*! What if I said these two parts? /c/ -ar. *Car*!

Identifying, segmenting, and blending words in a sentence:

How many words are in the sentence, "I like to play?" What are they?

Put these words together to make a sentence: *She, is, my, friend.*

Identifying, segmenting, and blending syllables in words:

How many syllables are in the word *hungry*? Let's clap them together—hun-gry. There are two. They are *hun* and *gry*.

What word do these syllables make when they are put together? *vi—ta*—min: *Vitamin*.

Phoneme segmenting, blending and manipulation:

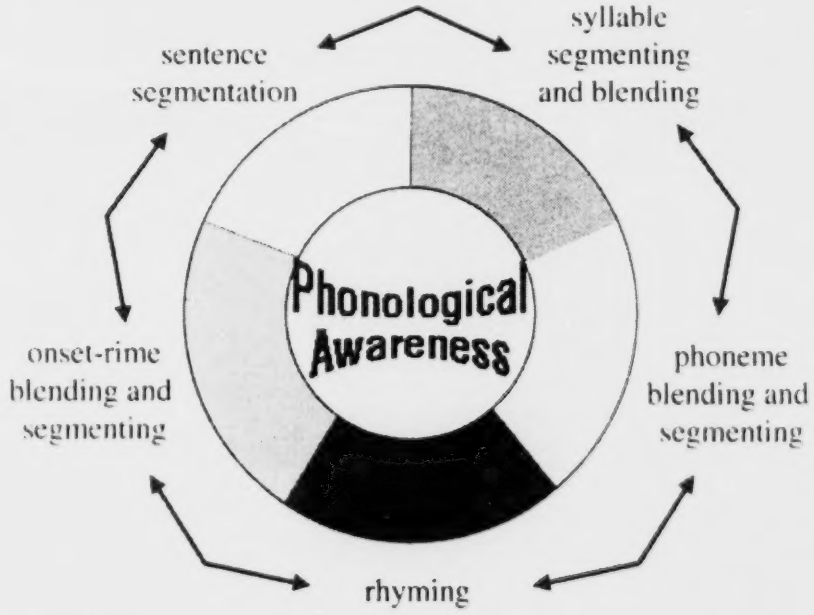
Say each sound in *kite*. /k/ /ī/ /t/.

Say these sounds together /b/ /ī/ /t/. *bite*

Can you say *candy* without the /d/? *can-y*.

Say the word *cake* but have it start with /b/. *bake*.

Say the word *made* but make it end with /k/. *make*.



RHYMING MEMORY MATCH

OBJECTIVE: The students will identify pairs of picture cards with rhyming names.

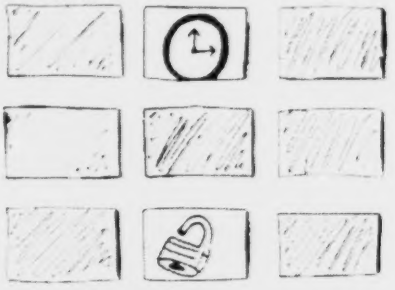
MATERIALS:

- Pairs of picture cards with rhyming names

LESSON:

This lesson is similar to the game Memory™. Review all of the picture cards to ensure that the students can name each picture. Have the students give examples of two pictures that rhyme. Then,

1. Mix the cards and lay them face down in rows and columns.
2. Have the students take turns turning over two picture cards at a time while saying the names.
3. If the names rhyme, then a match is made and the player has another turn. If no match is made, it is the next player's turn.
4. Continue playing until all rhyming words are matched.



ADAPTATIONS:

If the pictures do not rhyme, have the student think of real or nonsense words that rhyme with the pictures.

Rather than rhyming, this lesson may also focus on initial sounds, ending sounds, blends, or even common vowel sounds. The same cards can be used for all of these purposes, but state the goal of the search clearly before the game begins.

For **English language learners**, clarify the name and meaning of each picture card.

WHICH ONES SHARE A COMMON SOUND?

OBJECTIVE: The students will identify rhyming words (words with common ending sounds or *rimes*).

MATERIALS:

- Word list for the teacher

LESSON:

Review with the students that rhyming words are words that share the same ending sounds, giving examples and nonexamples. After reviewing rhyming with the group,

1. Ask the students to listen carefully as you say three words (e.g., *cat, sat,* **fan**).
2. Explain that only two of the three words share a common ending sound.
3. Repeat the three words.
4. Have the students identify which two words rhyme, or conversely, which word does not rhyme.
5. Repeat this lesson with other rhyming and nonrhyming words.

ADAPTATIONS:

The lesson can be made more difficult by giving the students more words to choose from (e.g., *rat, cat,* **man, call**). It can also be adapted to have students identify common initial, medial, or vowel sounds (e.g., *m*at, *m*ix, **nut**).

For **English language learners**, provide pictures of the words, when appropriate, to help with identification and understanding of vocabulary.

RHYMING PICTURE CARDS

OBJECTIVE: The students will identify picture cards with names that rhyme with a given word.

MATERIALS:

- Cards with pictures from the word patterns the students have been studying (e.g., cat, sun, and pig)

LESSON:

Review the names of the picture cards. Remind the students that rhyming words share the same ending sound, and they must listen carefully to the words you will say. Then,

1. Set out 5-10 picture cards.
2. Say a word aloud that rhymes with one of the pictures.
3. Have students identify the card that rhymes with the given word.
4. Repeat until the students have identified rhyming words for each picture card.

ADAPTATIONS:

To challenge the students, say words that do not rhyme with any of the picture cards. After students are sure there are no rhyming cards, ask them to give a word that does rhyme with the given word.

Have a student say a word, with the other students identifying the matching picture card.

This lesson can also be adapted for beginning sounds, blends, or ending sounds. The same cards can be used, but the students will be listening for predetermined sounds and/or their placement in the words.

For **English language learners**, thoroughly review the names of pictures on cards and any meanings that need to be clarified.

SYLLABLE COUNTING

OBJECTIVE: The students will indicate the number of syllables they hear in a word. The students will also visualize the movement of syllables in words to create nonsense words.

MATERIALS:

- Plastic counter chips or any other appropriate counters such as pennies, colored discs, or small manipulatives
- A flat surface on which the students can move their counters
- Word list for the teacher

LESSON:

The students each have a set of chips and a flat surface in front of them. Place a set of chips in front of yourself. Review syllables and syllable counting. Then,

1. Say, "I am going to call out a word and I want you to show me how many syllables are in the word by selecting a chip for each syllable. Move the chips up and place them in a line going across from your left to right."

2. Call out the word *today*, pushing two chips to the line to represent the syllables, *to-day*. Have the students move their chips in the same manner.

3. Ask the students to place a finger on the first chip and say "to." Then ask them to place a finger on the second chip and say "day."

4. Instruct the students to move the first chip to the other side of the second chip and call out what silly word they have created, *dayto*.

5. Continue the lesson using different words.

ADAPTATIONS:

Adapt for identifying and manipulating multisyllabic words (e.g., *hopefully*: *hope-ful-ly*), as well as for the identification and manipulation of individual phonemes (e.g., *cat*: /k/, /a/, /t/).

PHONOLOGICAL AWARENESS

THE NAME GAME

OBJECTIVE: The students will manipulate sounds, focusing on initial sounds.

MATERIALS:

- None

LESSON:

Review with the students that an *onset* is the first consonant or blend in a word, and the *rime* is the last group of sounds beginning with the vowel. Together, the onset and rime create a word. When two words have the same rime, then they rhyme. Give an example using one student's name (Joe, toe: /J/ and /t/ are the onsets, /oe/ is the rime). Then,

1. Pick one student's name to manipulate (make sure to have his/her permission).

2. Discuss which parts of the name are the onset and the rime. Tell students that they will be changing the onset, but not the rime part of the student's name. Brainstorm real and nonsense words that rhyme with that student's name.

3. Use the chosen name (Larry) in the following song:

"Let's do **Larry**!
Larry, Larry, bo Barry,
Banana, fanna fo Farry,
Fe, fi, mo Marry, **Larry**!"

ADAPTATIONS:

Think of more names (classmates, teachers, friends) or words (this game works well with ending blends, digraphs, and diphthongs) to manipulate to create new verses to the song.

PHONEME CHANT

OBJECTIVE: The students will blend onsets and rimes orally.

MATERIALS:

- Word list for the teacher

LESSON:

Review that *onsets* are the initial consonant or consonant blend of a word, and that *rimes* are the word pattern that follows the onset. After reviewing, say the following chant, substituting appropriate phonemes/onsets/rimes:

"It begins with **/?/**,
And it ends with **/?/**.
Put them together,
And they say_____!"

(e.g., "It begins with **/p/**, and it ends with **/in/**. Put them together, and they say **pin**!")

ADAPTATIONS:

The same chant can be used for nonsense words.

For **English language learners**, be sure to check their understanding of the blended words. Before beginning the chant alert students if they will be creating nonsense words or real words.

PHONOLOGICAL AWARENESS

MOTHER, MAY I?

OBJECTIVE: The students will practice phonemic segmentation of words.

MATERIALS:

- Word list for the teacher

LESSON:

Review phonemic segmentation: that words are made up of individual sounds. Tell the students that they will be playing the game "Mother, May I?," by segmenting the sounds they hear in words. Then,

1. Stand at the "finishline" and have the students stand in a line facing you. The first student asks, "Mother, May I?"
2. Respond, "Yes, you may if you can tell me all the sounds you hear in ___."
3. The student responds by slowing telling the others each sound she/he hears in the given word, as the other students count the number of sounds they hear being said.
4. For every correct sound given, the student takes a step toward the teacher.
5. Begin the process again with the next student, continue playing until one of the students reaches the finish line.

ADAPTATIONS:

To make the game more or less challenging, have the students segment syllables in words or manipulate the sounds or syllables to advance toward the finishline.

SMILEY FACED PHONEMES

OBJECTIVE: The students will identify and isolate target phonemes.

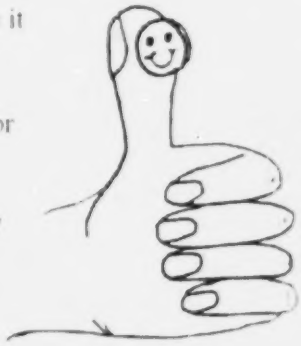
MATERIALS:

- Smiley face stickers
- Word list for the teacher

LESSON:

Review phoneme segmentation: "Can you tell me all the sounds you hear in *cat*? /c/ /a/ /t/." Then have the students isolate specific phonemes in words by identifying the initial, medial, or ending sounds of a few example words. Then,

1. Give a smiley face sticker to each student, telling him/her to place it on his/her thumb.
2. Select a target phoneme sound: "The sound we will be listening for is /s/."
3. Tell the students to give a thumbs-up signal when they hear the /s/ at the beginning (initial phoneme) of the word.
4. Read the words from a word list or say random words aloud, having the students give a thumbs-up signal if the word contains the sound at the target placement.



ADAPTATIONS:

Adapt for any phoneme sound and any target phoneme placement (initial, medial, or final) that the students are studying.

DISCRIMINATING PHONEMES

OBJECTIVE: The students will identify the position of the one phoneme that differs in pairs of words.

MATERIALS:

- List of word pairs with a single discriminating phoneme in each pair

LESSON:

Practice isolating phonemes in words. Tell the students they will hear two words that have only one sound that is different. Their job is to identify the sound that is different: the beginning, middle, or ending sound. Then,

1. Remind students that they must be very good listeners for this lesson.
2. Call out two words that differ in one phoneme only, such as *cat/fat, map/mop, rap/rat.*
3. Have the students identify the position, "beginning, middle or end," in which the discriminating phoneme is found.
4. Have students say the sound that is different.
5. Continue calling out the pairs of words.

ADAPTATIONS:

For **English language learners**, be sure to clarify the meanings of all unknown words. Provide pictures when appropriate.

WHAT'S THE DIFFERENCE?

OBJECTIVE: The students will differentiate between two short vowel sounds.

MATERIALS:

- Word lists with short *e* and short *i* words (write these words in lists of three, with two having the same short vowel sound, and the other word having the different vowel sound)
- Two cards, one with *e* written on it and the other with *i*

LESSON:

1. Show the students the cards and review each short vowel sound.

2. Give examples of words with these sounds in them, in both initial ("elephant," "egg") and medial ("men," "set") positions, and have students feel the position of their mouth and lips as they make these sounds.

3. Call out words in threes; use two that have the same short vowel sound and one that has a different vowel sound. The students must determine which word has the different vowel sound.

ADAPTATIONS:

Begin the game using only words with the short vowel sounds in the initial position, and then move to words with short vowel sounds in the middle.

Have the students practice by saying a word with one vowel sound, then changing the vowel sound in the word; for example, have them say or read *pet*, practicing the feel and sound of short *e*, then change the medial vowel to *i*, and have them say or read *pit* to feel and hear the differences.

For **English language learners**, have picture cards of the words to assist the students in learning and knowing the vocabulary.

Instructional Reading

Instructional reading involves activities that take place in three phases: before, during, and after reading a text that is at the student's instructional level. Instructional-level text is text in which the student can read the majority of the words. Instructional reading differs from independent reading in that the student miscalls about one word in every 10, or have 10 reading errors in every 100 words. Instructional-level text is material that the students will need help reading.

This section of the manual provides an example of a basic instructional reading lesson. In addition, it contains activities that focus on the three phases of the instructional reading process, as well as specific decoding strategies.

Before reading a new book, engage the students in pre-reading activities such as introducing and previewing vocabulary, taking a "book walk" through the pictures, discussing the text's main topic or sequence of events, and activating students' background knowledge. Book previewing familiarizes students with the content and vocabulary of the story, which helps support word recognition and story comprehension. This step is important for all students, but critical for students who are English language learners as it sets the context for reading.

As students read, provide them with support in decoding and monitor their comprehension. If the goal is for students to gain familiarity with a particular word pattern, then decodable books that focus on a pattern may be the best choice for instructional-level reading. However, if the goal is to have students use their knowledge of word analysis strategies, then choosing instructional-level trade books may be more appropriate. You may also want to keep a word bank of frequently missed words, and have the students review the words. Once students have learned a particular decoding strategy or pattern, it is important to hold them accountable for reading the pattern whenever it appears. Remember that the texts chosen for use during instructional reading should be ones that the student is able to read with at least 90% accuracy.

The teaching and monitoring of comprehension is an important component of instructional reading. To ensure students are able to understand and analyze the text while they read and participate in a discussion of the content with you or the class after the text is read, you must both teach and assess students' reading comprehension. An effective way of teaching students to use comprehension strategies, such as predicting, self-questioning, and summarizing, is to model the use of the strategies. In addition you must monitor students' use of strategies and assess their comprehension of text with questioning and discussion before, during, and after the text is read. To allow time for discussion, identify appropriate break points in longer texts and read them over several days. Finally, students benefit from rereading books therefore they need opportunities for independent practice. Teaching comprehension strategies through modeling, discussion, and checking for understanding is an integral part of instructional reading and should be part of every lesson.

English Language Learners

To ensure comprehension, students learning English must be able to understand what they have read and to answer questions about the context of their reading. You must take into consideration various factors when you are reading instructional texts with English language learners.

First, although students may be able to decode unfamiliar words, they may not know the meaning of the words. Preview vocabulary and discuss its meaning. By previewing the vocabulary, you both alert students to the meaning and contextual use of the words, and model for students the pronunciation of the new words.

Second, refrain from asking English language learners to read a text aloud without discussing and previewing the material beforehand (except in the case of progress monitoring: see below). The more a student knows about the context of the material, and new vocabulary words, the more successful she/he will be at reading new texts. One way to assist students in the first reading of a new text is to read a short portion of the text at a time, with the students "echoing" the reading of the passage after you have finish reading.

Third, you must monitor students' comprehension as they read instructional level texts. Monitoring

comprehension includes not only activating background knowledge prior to reading but also includes active listening and questioning of students at various points. In addition, comprehension checks after reading ensure that the students understand the meaning of words and the context of the material. Active listening allows you to probe the students' answers. Students from diverse backgrounds may focus on aspects of the story that differ from those you may be assessing. By pursuing students' answers, you will gain a more thorough understanding of the students' thought processes and comprehension of the text.

Progress Monitoring

Student progress can be monitored periodically through the use of informal reading inventories or the careful monitoring of progress in reading leveled books (to gain an accurate assessment of their reading level, texts used for monitoring purposes should be unfamiliar to the student). You may want to use leveled books initially with the students, both to identify the students' instructional reading level and their independent reading level.

How to teach instructional reading: Basic steps

Objective: The students will decode unfamiliar words and demonstrate comprehension as they read instructional-level reading material.

Materials:

- Reading material at the students' instructional reading level

Lesson: Preview the book and note any words with which the students may have difficulty. Decide what strategies may work best in decoding these unfamiliar words. Then,

1. Introduce the book to the students, reading the title and giving a brief description of the book's content or focus.
2. Ask students whether they have had experiences that are related to the content or focus of the book. Or, ask them to predict what will happen in the story.
3. Introduce any new/unfamiliar vocabulary. Be sure to stress the meaning of the vocabulary words, as well as the contexts in which they are used.
4. Introduce/review the decoding strategy/strategies that the students can use if they come to a word that is unfamiliar to them.
5. Begin reading. When students encounter an unfamiliar word, have them apply decoding strategies to figure out the word.
6. Once the student has decoded and read the word, ask them to read the sentence again.
8. As a student reads, stop at various points to discuss the events of the story or the main points of the book.
9. To develop students' comprehension and ability to make meaning from the text read, discuss what happened in the story or the passage and the students' reaction to it.

THE *Ws* OF STORY COMPREHENSION

OBJECTIVE: The students will have a thorough understanding of the text that they have read.

MATERIALS:

- Reading material at the students' instructional reading level

---

LESSON:

Have the students read through the story. Discuss the students' reaction to the story. Did they enjoy it? Then ask,

1. **Who** were the characters in the story?
2. **When** did the story happen?
3. **Where** did the story take place?
4. **What** problem occurred in the story?
5. **Why** did the problem occur?
6. **What** was the resolution of the problem/how did problem get solved?
7. **What** would you do in a similar situation?

ADAPTATIONS:

If the reading passages are simple texts without problems and resolutions, questions **4-7** can be changed to "**What** happened in the story?"

If the passage is expository text, ask questions about the main idea and supporting details.

The students can create their own version of the story by using the same **whats** but different **whos**, **wheres**, and **whens**.

For **English language learners**, be sure to preview any unfamiliar vocabulary. To reinforce comprehension stop at various intervals throughout the selection to review what has happened to that point in the.

COMPREHENSION: STORY MAPPING

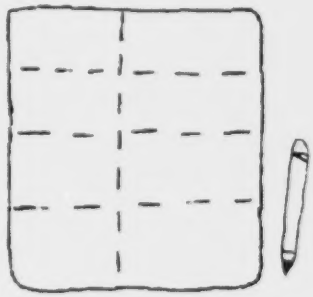
OBJECTIVE: The students will identify key parts of the text's content

MATERIALS:

- Reading material at the students' instructional reading level
- One piece of paper for each student
- Markers

LESSON:

This activity begins after students have already read through a story or passage at their instructional level. Then,



1. Discuss what happened in the story or the reading passage and the students' reaction to it. Discuss the setting, names of the characters, the story problem, and the story solution.
2. After reading the entire book/passage, give each student a piece of paper.
3. Have the students fold the paper in half lengthwise, then twice widthwise, to make eight symmetrical rectangles.
4. In the first rectangle, have the students write the title and author of the story.
5. In the following rectangles, have the students write/draw the characters, setting, plot, and solution. A story element may take more than one rectangle. Continue work for more than one day, if necessary.

ADAPTATIONS:

To emphasize particular story elements, highlight one element per day, having the students write/draw the characters one day, the plot another, story problem on another day, etc.

Have students create their own versions of the stories by creating and publishing larger books.

Compare these story maps with story maps from similar stories (e.g., if the story is a folktale, compare it to other folktales), or stories by the same author, to compare and contrast story elements.

For **English language learners**, review any unfamiliar vocabulary. Stop at various intervals throughout the activity to review story elements and to reinforce comprehension.

DECODING: CONSONANT BLENDING AND DIGRAPHS

OBJECTIVE: The students will decode unfamiliar words that contain consonant blends and digraphs by blending them with the remaining sounds/parts of the words.

MATERIALS:

- Reading material at the students' instructional reading level
- For examples of blends and digraphs, see Appendix D

LESSON:

Preview the book, finding words with blends and/or digraphs that may be unfamiliar to the students. Then,

1. Conduct a comprehension/vocabulary preview (see the steps 1-3 of the sample lesson).
2. Instruct the students that one way to read words that contain two consonants side by side (blends) or words with two consonants that make one sound (digraphs such as /th/), is to say the sounds of the two consonants or the digraph and blend the sounds with the sounds of the other parts of the word (i.e., say them quickly, one right after the other).
3. Instruct the students to look carefully at any unfamiliar word to identify word or vowel patterns before they say the sounds of the letters/patterns. For example, to decode *street* through blending, students should blend the /s/ and /t/. Then the student can say all the sounds, /st/, /r/, /ee/, /t/, blend them, and state the word, *street*.
4. Practice a few words in isolation.
5. Ask the students to begin reading. Tell them that as they come to unfamiliar words, they should try blending the sounds together to read the word.
6. Tell students who misread a word to return to the beginning of the sentence containing the misread word and read the entire sentence again correctly.
7. Encourage comprehension by asking students questions about the content of the story.

ADAPTATIONS:

Because of the patterned nature of the English language, blending works best with parts of the word (beginning consonants and ending consonants, for example). **It will be very difficult for students to be successful in decoding if they use blending as their only strategy.** Rather, blending is much more successful when it is coupled with other decoding strategies to read entire words.

DECODING: WORD PATTERNS

OBJECTIVE: The students will decode print by using their knowledge of rimes and word patterns.

MATERIALS:

- Word-pattern book (a book that stresses a particular word pattern) at the students' instructional reading level, one for each student
- For examples of consonant and vowel word patterns, see Appendix D
- Removeable highlighter tape

LESSON:

Preview the book, finding words that contain the pattern the students are studying. Then,

1. Conduct a comprehension/vocabulary preview (see steps 1-3 of the sample lesson).
2. Discuss with students the prominent word pattern in the book, and the way the pattern is pronounced.
3. Practice a few words in isolation.
4. If a student misreads a word during reading, place a finger over the onset of the word and encourage the student to blend the sounds of the letters in the rime. Then uncover the onset, and instruct the student to blend the initial sound with the ending word pattern she/he just read.
5. Have the student return to the beginning of the sentence containing the misread word and read the entire sentence again correctly.
6. After reading, encourage comprehension by asking students questions about the content of the story.

ADAPTATIONS:

This lesson may also be used for initial sound patterns, and blends and digraphs. The main objective is for students to use their knowledge of various word patterns to decode unfamiliar words.

If the students are having a diffucult time isolating the word pattern, use removable highlighter tape to cover the part of the words that contain the pattern(s) the students are studying, so that their attention will be drawn to that part of the word. *Cover the words before the students begin reading.*

To ensure that **English language learners** comprehend what they read, discuss the content of the book and students' background experiences with the topic and preview vocabulary. To further reinforce comprehension stop at various intervals throughout the selection to review what has happened to that point.

DECODING: CHUNKING

OBJECTIVE: The students will use their knowledge of word parts within larger words to decode unfamiliar text.

MATERIALS:

- Reading material at the students' instructional reading level

LESSON:

Preview the text, identifying words that may prove challenging for the students. Identify parts of the words already familiar to students, to serve as a prompt if the students have difficulty with that particular word (e.g., the little word *and* is in the larger word *stand*.). Then,

1. Conduct a comprehension/vocabulary preview (see the first three steps of the sample lesson).
2. Inform the students that if they find an unfamiliar word as they read, they should first look for the parts of the word they are able to read; smaller words within the larger word (*and* in the word *stand*), or prefixes or suffixes (such as un-, -ing, -ly, mis-), then blend the part of the word that they are able to read with the rest of the word.
3. Practice a few words in isolation.
4. When the students come to an unfamiliar word, remind them to look for familiar parts.
5. Tell students who misread a word to return to the beginning of the sentence containing the misread word and read the entire sentence again correctly.
6. To encourage comprehension, discuss what happened in the story or the reading passage and the students' reaction to it.

ADAPTATIONS:

For teaching compound words, have the students look for the two smaller words that make up a larger word.

As students are reading, record any unfamiliar words to add on the students' Word Folders (see "Word Folders" in the **Fluency** section).

For **English language learners**, be sure to preview any unfamiliar vocabulary. To reinforce comprehension stop at various intervals throughout the selection to review what has happened to that point.

DECODING: ANALOGY

OBJECTIVE: The students will decode unfamiliar words by drawing analogies (identifying and relating the information) to other words with similar patterns or parts.

MATERIALS:

- Reading material at the students' instructional reading level

LESSON:

Preview the book and note any words that may be unfamiliar to or difficult for the students. For unfamiliar words that have a common pattern, keep in mind words with the same pattern with which the students are familiar.

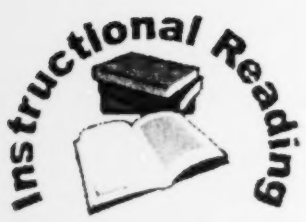
1. Conduct a comprehension/vocabulary preview (see steps 1-3 of the sample lesson).
2. Have the students begin reading. Tell them that if they come to any words they do not know, they are to look for patterns in the word with which they are familiar and think of other words that contain that pattern (e.g., if the students are having trouble with the word *bright*, have them think of other words they know that end in –ight, such as *light*.).
3. Isolate the rime (-ight), have students say the sound of this rime, then blend the beginning sounds of the unfamiliar word with the rime. In the *bright* example, the students would isolate the sound of the rime "-ight," then blend the sounds /b/ and /r/ to read the unfamiliar word, *bright*.
4. Have students continue reading. When they encounter other unfamiliar words, have them think of other words they know with the same ending pattern, and apply that knowledge to the unfamiliar word.
5. To encourage comprehension, discuss what happened in the story or the reading passage and the students' reaction to it.

ADAPTATIONS:

If students find a particular pattern in a book troublesome, review the pattern during a word study lesson before rereading the book.

Keep a list of any unfamiliar words as the students read them to review during a word study lesson at another time. Or, have the students put these words on cards to review as part of their "Word Folder" (see the **Fluency** section).

For **English language learners**, introduce any new vocabulary in the book that may be unfamiliar. To reinforce comprehension, stop at various intervals throughout the selection to review what has happened to that poiny.



"SIGHT" WORDS

OBJECTIVE: The students will read irregular, high frequency words.

MATERIALS:

- Reading material at the students' instructional reading level
- A list of high frequency words is provided in Appendix E

LESSON:

"Sight" words are words that occur frequently, and often do not follow typical decoding patterns. Students must learn to read these words by "sight" or by memory. Then,

1. Do a comprehension/vocabulary preview (see the steps 1-3 of the sample lesson).
2. Practice some sight words from the story in isolation.
3. When students come to unknown words that do not follow the typical decoding rules, ask them to identify the parts of the word they know, and tell them how to pronounce the remaining parts of the word.
4. Ask students to read the word again then reread the sentence containing the word.
5. Continue reading, reviewing any difficult sight words.
6. After reading the entire book or reading passage, discuss what happened in the story and the students' reaction to it.

ADAPTATIONS:

If the students are having difficulty with particular sight words, write them on 3x5 cards to review during a **Word Analysis** lesson or for their "Word Folder" (see the **Fluency** section).

For **English language learners**, be sure to preview any unfamiliar vocabulary and word meanings. Stop at various intervals throughout the selection in order to review what has happened up to that point in the story, to reinforce comprehension.

DECODING: VOWEL DIPTHONGS

OBJECTIVE: The students will decode words with vowel diphthongs.

MATERIALS:

- Reading material at the students' instructional reading level containing words with vowel diphthongs.

LESSON:

A vowel diphthong contains two sounds that are blended together (glided vowels). Examples include *oi* (boil), *oo* (soon), *aw* (saw), and *ow* (cow). These should be presented separately. Be sure to preview and highlight any words with vowel diphthongs before the students begin to read the book. Then,

1. Do a comprehension/vocabulary preview (see the steps 1-3 of the sample lesson).
2. Practice reading the words in isolation.
3. Remind students that the vowel pattern can help them decode unknown words.
4. Have the students begin reading the passages/story. If they come to a word with a vowel diphthong they are unable to read remind students of the sounds this pattern makes. Have the student blend these sounds with others to decode the word.

5. Have the students reread the sentence containing the mis-read word from the beginning.
6. After reading the entire book or reading passage, discuss what happened in the story and the students' reaction to it.

ADAPTATIONS:

If the students are having difficulty with particular words containing vowel diphthongs, write them on 3x5 cards to review during a **Word Analysis** lesson or for their "Word Folder" (see the **Fluency** section) or include them in their sight word road race game card.

For **English language learners**, be sure to preview any unfamiliar vocabulary and word Vowel diphthongs may be difficult for some **English language learners**, if these sounds are not present in their first language, or are represented by other letter in their first language. Be sure to have the students practice matching the sounds with the letters during **Word Analysis/Spelling** lessons, and to feel how these sounds are made in their mouth and throat.

DECODING: LONG VOWELS AND VOWEL DIGRAPHS

OBJECTIVE: The students will decode words with long vowel patterns.

MATERIALS:

- Reading material at the students' instructional reading level that contain words with the silent *e* or vowel digraph pattern
- For examples of long vowel patterns, see Appendix D

LESSON:

Long vowels and vowel digraphs are found in words in which the vowel makes a "long" sound (or in which the vowel "says its name"): examples include silent e words as well as words that have two vowels together (often taught to children by the rule "When two vowels go walking, the first one does the talking"). Introduce long vowel patterns separetely. Then,

1. Conduct a comprehension/vocabulary preview (see steps 1-3 of the sample lesson).
2. Tell students that in this book, there will be many words that follow the "silent *e*" pattern or the long vowel pattern in which the first vowel "says its name" and the other is silent.
3. Practice reading some words in isolation.
4. Ask the students to begin reading the passages/story. When they come to a word that has a long vowel pattern, remind them of the corresponding long vowel rule, and have the student decode the long vowel sound, blending it with the other letters/ sounds in the word.
5. After a student decodes a word, have him/her go back to the beginning of the sentence and read the entire sentence again.
6. After reading the book or passage encourage comprehension by discussing what happened in the story and the students' reaction to it.

ADAPTATIONS:

If the students are having difficulty with particular long vowel pattern words, write the words on 3x5 cards to review during a **Word Analysis/Spelling** lesson or for their "Word Folder" (see the **Fluency** section).

For **English language learners**, be sure to preview any unfamiliar vocabulary and word meanings. The long sounds of the vowels may be difficult for some students, if these sounds are not present in their first language, or are represented by other letter symbols in their first language. Be sure to have the students practice matching the sound with the letter during **Word Analysis/Spelling** lessons and have them feel how these sounds are made in their mouth and throat.

DECODING: *r*-CONTROLLED VOWELS

OBJECTIVE: The students will decode words that contain *r*-controlled vowels (*-or, -ar, -er, -ir, -ur*).

MATERIALS:

- Reading material at the students' instructional reading level that contain words with *r*-controlled vowels

---

LESSON:

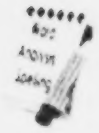
An *r*-controlled vowel is a pattern found in words that contain an *r* after a vowel. The vowels in these words are pronounced differently because the sound of the vowel is changed in anticipation of the /r/ sound. Examples include *car, fur, fir, far, her*, and *mark*. Present words with *r*-controlled vowels seperately. Then,

1. Conduct a comprehension/vocabulary preview (see steps 1-3 of the sample lesson).
2. Have students begin reading the passages/story. If they have difficulty with any words containing an *r*-controlled vowel, remind them that the *r* changes the sound of the vowel, and have them attempt to decode the word again, paying attention to the way the vowel changes sound as they pronounce the /r/ sound.
3. After a student has decoded a word, have her/him go back to the beginning of the sentence containing that word and read it again.
4. After reading the entire book or passage, encourage comprehension by discussing what happened in the story and the students' reaction to it.

ADAPTATIONS:

If the students are having difficulty with particular *r*-controlled vowel words or patterns, write the words on 3x5 cards to review during a **Word Analysis/Spelling** lesson, or for their "Word Folder" (see the **Fluency** section).

For **English language learners**, preview any unfamiliar vocabulary and word meanings before beginning to read. *R*-controlled vowels may be difficult for some students, if these sounds are not present in their first language, or are represented by other letter symbols in their first language.



Word Analysis/Spelling

Within the **Word Analysis/Spelling** element, teachers provide students with very explicit instruction in the use of word analysis strategies in both reading and writing. The main instructional objectives in word analysis are to have students recognize English word patterns and to apply decoding rules in order to read words. Students' reading and spelling levels will guide the sequence of instruction. However, all lessons will include the introduction of new patterns, explanations of differences and similarities between patterns, and provision of "exceptions to the rule," all presented in an explicit and systematic manner. In addition, students must be given multiple opportunities to practice in order to retain and transfer this knowledge and understanding.

Although many references provide a sequence for teaching word patterns (see Appendix E), this section of the manual does not present activities sequentially. Rather you can use the activities to present and review a number of word patterns and strategies. However, be sure that students have learned the sounds of the letters within the pattern prior to teaching it.

In addition, many of the activities can be used in conjunction with **Phonological Awareness** or **Instructional Reading** activities. For example, the skills students' use during word analysis to blend letter sounds to read words or to segment words are similar to the skills they use during phonological awareness. Other activities in this section, such as word sorts (for beginning blends, rimes, or medial vowel sounds) can be conducted with words taken from the text used for instructional reading. As you teach students to decode a particular type of word or to use a particular strategy, it is a good idea to use decodable books to practice reading words with that pattern (see Appendix F). However, the strategies can be used when words are encountered in any book.

English Language Learners

For students learning to read in English, you can facilitate the process of decoding and analyzing texts by clarifying and reviewing the meanings of new words as you introduce them. In doing so, you give students opportunities to associate words with their meanings and contexts, which facilitates their learning of vocabulary, decoding, and analyzing of texts. It is also important to teach explicitly the use and meaning of context-specific vocabulary (e.g., homophones or words with multiple meanings).

When the students are examining words and reading phonetically, it is important for you to introduce and/or stress letters that may have different pronunciations or sounds in English than in the students' home language (e.g., the English letter *h* has a different sound than does *h* in Spanish; in Spanish *h* is silent).

Having students study groups of words that contain the same word pattern and explicitly introducing new word patterns to students also helps English language learners learn to decode the English written language in a more efficient and effective manner. It is especially important to teach these students the rules for decoding words that are not phonetically regular (such as silent *e* words, double-vowel words, sight words, and words that are "exceptions" to decoding rules, such as *great* and *been*). Charts and word banks that categorize words according to similar patterns work especially well in facilitating word recognition for English language learners.

Progress Monitoring

You should be sure that students are learning progressively more difficult word patterns (see Appendix E). In addition, you may want to have the students participate in a progress-monitoring activity, such as a one-minute timed writing of words by each student, with the goal of increasing the

number of words written. Often the words a student chooses to write are those that follow a similar pattern. This is often the quickest way to write more words and it reinforces the particular word pattern for that student.

Some students may choose instead to write shorter words (such as *it, is, do*) to increase their number; as the teacher, you will need to decide what words to count and chart, to keep the writing consistent and fair. For a period of time, you may want to count syllables, to reinforce syllabication of words, as well as the writing of more complex words; another time, you may choose to count the number of letters, for similar purposes. Whatever the unit to be counted, it is important that the students write words correctly, and/or that they can read them back when asked. It is especially important that they be held accountable for correct spelling of words in their word banks.

How to Teach Word Analysis/Spelling: Basic Steps

Objective: The students will identify a particular word pattern (such as onset-rime or blends), given a group of words.

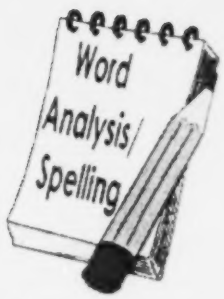
Materials:

- Blank 3x5 index cards
- Permanent marker

Lesson: Tell the students that many English words contain groups of letters that look and sound the same. Explain that those groups of letters are called "patterns" and if they know how to read one word, they will know how to read many words with the same pattern. Then,

1. Introduce the word pattern ("Today's new word pattern is the beginning blend str-. The sounds /s/, /t/, and /r/, when you blend them together, make the sounds /str/." Or, "Today we will learn an ending word pattern. The pattern is -ent. The sounds of /e/, /n/, and /t/, when you blend them together, make the sounds /ent/.").
2. Ask students to brainstorm words that begin or end with the pattern; for ending patterns (rimes), it may be easier to have students think of an onset (phoneme or letter) to put in front of the rime to create new words.
3. Write the students' responses on index cards, one word to each card.
4. Have the students read the newly created words. Have them segment the onset and rime. Then blend them together to read the entire word.
5. Review all of the cards again, this time reading the entire word when it is shown.

The lesson can be repeated for any new word pattern that you introduce to the students. One newly introduced pattern per lesson is usually enough for the students at first, but as they begin to grasp the concept of word patterns, they may be able to study more than one pattern per lesson. If a new pattern is similar to a pattern with which the students are already familiar, be sure to draw their attention to the similarities and differences.



CHANGE ONE LETTER

OBJECTIVE: The students will use their knowledge of letter-sound correspondence and awareness of phonological sound placement to write and change words.

MATERIALS:

- One dry-erase board (white board), marker, and eraser for each student

LESSON:

Tell the students they will be writing new words by changing one letter at a time. Say that they must listen carefully to discern which letter they will have to change. Then,

1. Give the students a word to write on their white board (e.g., *man*). Check all students' boards to make sure they have spelled the word correctly. Have the students run their index finger under the word *man* as they read it.

2. Tell the students that they should change one letter to make the word say *mat*. **Do not tell the students which letter to change!** It is important that students listen to the placement of the sound in the word and change the letter according to their understanding.

3. Make sure all the students have changed the correct letter (changed *n* to *t*). If they have not, have them write the word *man* again, and tracking a finger under the word *man*, say the word *mat*. Usually this is all it takes for the students to realize that it is *n* that needs to be changed to *t*.

4. Continue to have the students change one letter at a time to manipulate different parts of the word.

ADAPTATIONS:

Have the students add blends, change the vowel sound, or change two letters at a time.

Have the students add only one letter, not changing the original (e.g., add one letter to *man* to make it say *man*)—they may give two different answers, depending on the students' understanding of vowel patterns (they may write *main* or *mane*). What a great way to open a discussion on homophones!

WORD PATTERN MATCH

OBJECTIVE: The students will match word cards that have the same ending pattern.

MATERIALS:

- Word cards (as many as possible) from the same familiar word pattern
- A second set of word cards with a pattern that is somewhat new to the group

LESSON:

Review the concept of word patterns with the group. Then,

1. Read through all the word cards with the students, including words with recently introduced pattern.
2. Pick three cards, two that share a pattern and one that does not.
3. Ask the students, "Is there a word in this group that has a pattern that doesn't match the others?"
4. On the table have the students sort the cards by word pattern.
5. Repeat steps 3 and 4 with the next three cards.

ADAPTATIONS:

Have students match word cards with rhyming picture cards.

Include a card with a word that has the same ending word pattern, but is an "exception" (e.g., if the students are studying the *–ea* pattern, include the word *great*, which is an "exception.").

Choose a second set of word cards for words that have a pattern similar, but not identical, to the first, to help the students learn to attend to all aspects of the word pattern.

For **English language learners**, add pictures to the word cards to help the students match concepts with vocabulary.

CONTRACTION CONCENTRATION

OBJECTIVE: The students will match word pairs with their corresponding contractions.

MATERIALS:

- Word cards in pairs, with a contraction written on one of the cards of the pair and the corresponding word combination written on the other
- For examples of suggested contractions, see Appendix G

LESSON:

Review contractions by matching contractions with their corresponding word pairs. Discuss the rules for the game Memory™ (See the "Rhyming Memory Match" activity in the **Phonological Awareness** section). Explain that the object of the game is for players to use their knowledge of contractions and their corresponding word pairs and their memory to match cards.

1. Place all the word cards face down in rows.

2. Have the first student turn over two cards, read them out loud, and, if the pair does not match, return them to their face down position. If the two cards do make a match, the student keeps those cards and takes another turn.

3. Have the next student continue in the same manner.

4. At the end of the game, when all pairs are held, call on the students to read the contraction and the corresponding word pairs to the group.

ADAPTATIONS:

If the students are just beginning to study contractions, keep the word pairs limited to one pattern (e.g., the *not* pattern), and add others to the game as the students learn more patterns.

S BLENDS

OBJECTIVE: The students will read words with initial blends beginning with the letter *s* (*sn-, st-, sk-, sl-*). NOTE: This lesson can be used with any type of blend, not just *s*-blends.

MATERIALS:

- Short-vowel words written on cards or paper (*e.g., nap, top, kid, lip, lap*)
- A pencil and paper for each student
- Small (1 X 1.5 inch) sticky notes with the letter *s* written on them

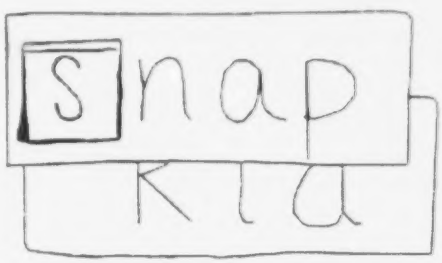
LESSON:

Review short-vowel words that the students are able to read (e.g., *nap, top, kid, lip, lap*). Then,

1. Take a word card and place a sticky note with the letter *s* written on it in front of the word to make a new word (*nap* becomes *snap*). Have the students write the new word on their paper.

2. Continue placing the sticky notes in front of the other words, creating new words with initial blends, and have the students write the new words on their paper.

3. After going through all the words, adding *s*, have the students read back all the words they have written.



ADAPTATIONS:

Instead of providing word cards with the short-vowel words written on them, dictate the words to the students and have them write the words on cards or paper.

Have the students move the *s* to different positions in the word, such as the end of the word, to create plural or "silly" words.

For **English language learners**, check to make sure the students understand the meanings of the original and new words.

LETTERS AND WORDS

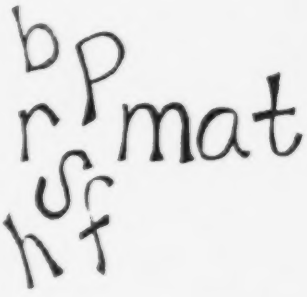
OBJECTIVE: The students will learn word patterns by creating and reading "real" words and nonsense words.

MATERIALS:

- Magnetic letters, one set per child **or**
- Sticky notes with letters and rimes written on them

LESSON:

For this activity, the students will place different onset letters and blends in front of rimes. Choose a rime from which the students will build words (this can be a new rime, one that the students have learned previously, or one that is challenging for them). Then,



1. Have the students create the rime with magnet letters, or write it on a sticky note.

2. Tell the students to add a letter or two at the beginning of the rime (move a letter magnet or write a letter on a different sticky note) to create a word. Remind them that they can also use two letters at the beginning to create new words.

3. Have the students create at least 3-4 "real" words with that rime.

4. Then have the students create "nonsense" or "silly" words by placing other letters before the rime (e.g., *vide*, *kide*, or *thide*). Continue with other rimes, as time permits.

ADAPTATIONS:

Some **English language learners** may have difficulty distinguishing real words from nonsense words, especially if their English language vocabulary is limited. Because the goal of the activity is to help students learn word patterns by creating words with a particular rime and reading them back, they may create both nonsense and real words, but you should always tell them which words are real and which are nonsense.

STAND AND BE READ!

OBJECTIVE: The students will create words by physically manipulating letters.

MATERIALS:

- Chart paper
- Marker in bold, dark color
- A list of words that, when taken apart, make smaller words [see Making Words (Cunningham & Hall, 1994) for ideas].
- Construction paper of various colors with each letter of the chosen word written with a bold marker on a different color sheet of construction paper

---

LESSON:

This lesson should be done with a group of 4-5 students. Otherwise see **Adaptations** below.

1. Randomly give each student one piece of construction paper with a letter written on it (the letters, when put in order, should create one "big" word). Have the students stand with their construction paper facing outward.

2. Tell the students that they are to make words out of the letters they have in front of them. The words may be as long or as short as they wish. When they think they have a word, they are to stand together to create it (e.g., the students with the letters *i* and *s* may stand together to create *is*).

3. When the students have created a word, write it on chart paper to be read back later. Then have them move back with the group to make new words. Finally, have them see if they can make the "big" word.

ADAPTATIONS:

If fewer than five students are in a group, give each student a piece of paper and pencil, and set of small cards or sticky notes with the letters written on them to manipulate physically.

Emphasize vowels by writing the consonants and vowels on different colored paper.

For **English language learners**, review the letter sounds with the students before handing out the letters.

FISH FOR WORD PATTERNS!
(or FISH FOR RIMES!)

OBJECTIVE: The students will match cards that have the same ending word pattern (rime).

MATERIALS:

- At least 20 word cards (more if the group is larger than 3), with rimes in sets of two (total of 20 cards, 10 or fewer rime sets). Make sure the words cannot be read through the back of the cards

LESSON:

Read through all the word cards with the students. Review the rules for playing the game "Go Fish!" Explain that in this game, "matches" are words with the same rime.

1. Shuffle all the cards, and deal three to each student.

2. Have the students check their cards for any pairs of words that have the same ending pattern (such as f<u>at</u> and c<u>at</u>). If a student has a "pair," she/he places it on the table and reads the two words in order to keep them.

3. Continue playing the game as in "Go Fish": The first student asks another student if he/she has a card with the rime ____ (-<u>at</u>.) If the second student has an -<u>at</u> card, he/she gives it to the first student. If the student does not have the card, he/she says, "Go fish!"

4. The first student then picks a card from the face-down deck in the middle.

5. Continue the game with steps 2-4.

ADAPTATIONS:

Make only two cards of each rime, use more complex/simpler rimes, or have students match vowel patterns or blends.

Have an "exception" word (e.g., *great*) be the "shark" word (the losing card, similar to "Old Maid" but with the "exception" card being the losing card).

For **English language learners**, add pictures where appropriate to help the students associate words and meanings and learn vocabulary.

WORD HUNT

OBJECTIVE: Using an instructional-level book, the students will identify and write words that follow a specific rime or word pattern found in that book.

MATERIALS:

- Chart paper
- Instructional-level book for each student
- A pencil and paper for each student

LESSON:

Before beginning this lesson, have the students read through a phonetically regular story—one that incorporates a specific word pattern or rime (e.g., words that begin with str.)

1. Have the students read through the book again, either individually or in pairs, looking for words that follow the word pattern.

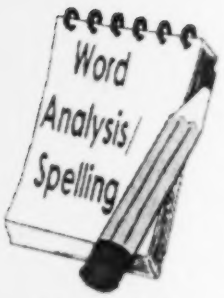
2. After the students find a word, have them read it and write it on their papers.

3. After students have found all the words, have them review by telling you which words they found, as you write them on chart paper. Have the other students check off words on their papers as they are called out.

ADAPTATIONS:

Have students look for more than one word pattern, sorting them by writing the words in different columns. Or, have the students look for sight words that they have been studying.

For **English language learners**, it is important that these students are familiar with the meaning of the words. To build vocabulary, be sure to go over word meanings and review the storyline before starting the word hunt.



WORD STUDY BOGGLE

OBJECTIVE: The students will review and write word patterns.

MATERIALS:

- One dry-erase board (white board), marker, and eraser for each student
- Timer

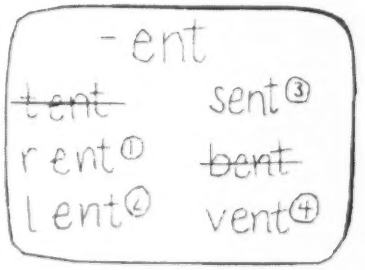
LESSON:

Tell students that for this game, they must write as many "real" words with the same ending rime as they can in 30 seconds. Hand out the materials. Then,

1. Have the students write the target rime at the top of their white boards.

2. Set the timer for 30 seconds, and tell the students to begin writing.

3. At the end of 30 seconds, tell the students to stop. Have each take a turn telling the group one word she/he wrote. As the student does this have the other students cross off the word if it is on their lists. If *no* other students have the same word, then the student who is reading places a tally point mark next to the word.



4. Have students count their tally marks. The student with the most marks wins. Or, continue playing the game with another rime.

ADAPTATIONS:

Adjust the time or the difficulty of the rime. Less time will be more challenging as will more difficult rimes.

Some **English language learners** may have difficulty distinguishing real words from nonsense words, especially if their English language vocabulary is limited. Allow them to create any words, both nonsense and real, assigning points for all words. It is important to discuss with them, however, the meanings of the words they have created, and whether the words are real.

APPENDICES

Appendix A

Guidelines for Choosing Materials

(Texas Center for Reading and Language Arts / Texas Education Agency, 1998)

1. Passages may be taken from many different kinds of reading materials (e.g., basals, trade books, newspaper articles, and student writing)

2. Readability formulas can be used to determine the difficulty level of materials

3. Literature-based anthologies often contain stories that vary in difficulty and do not consistently adhere to the grade-level readability identified on the cover

4. Expository text is usually the best choice; avoid selections that contain dialogue, many proper nouns, and variance in difficulty

5. The goal is to select a passage that is long enough so that students cannot completely read the entire passage in a 1-minute time frame:

    a. Preprimer, primer, and first grades: Passages should contain 150 words
    b. Second and third grades: Passages should contain 150-200 words

6. Monitor the difficulty level of the passage for each individual student; make sure it matches the student's reading level

7. Be sure the student has not previously read the passage—this should be a "cold reading"

8. Fluency screening may be added to an informal reading inventory

Appendix B

Directions for 1-Minute Administration of Reading Passages

(Texas Center for Reading and Language Arts / Texas Education Agency, 1998)

Materials:

- Unnumbered copy of passage (student copy)
- Numbered copy of passage (examiner copy)
- Stopwatch
- Tape recorder (optional)

Directions:

1. Place unnumbered copy in front of the student.

2. Place the numbered copy in front of you, but shielded so the student cannot see what you record.

3. For each passage, say these specific directions to the student:
   When I say "begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?
   (Pause)

4. Say *"begin"* and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell her or him the word and mark it as incorrect.[a]

5. As the student reads, follow along on your copy. Put a slash (/) through words read incorrectly.

6. If a student stops or struggles with a word for 3 seconds, tell the student the word and mark it as incorrect.

7. At the end of 1 minute, place a bracket (]) after the last word and say *"stop."*

[a] On rare occasions the student may "speed read" (i.e., read the passage very fast and without expression). If this occurs, tell the student, *"This is not a speed reading test. Begin again, and be sure to do your best reading."*

Appendix C

Directions for Making Sight Word Road Race Boards

1. Cut a manila file folder in quarters. Two of the pieces will make a pair of game boards.
2. Make two columns on each "board": each column has an equal number of rectangles, with sight words (or words with a particular rime or vowel pattern) written on them. The same words should be on the two game boards, in the same order.
3. Make two sets of word cards with the identical words as written on the two game boards.
4. The number of words per column, and the difficulty of the words, depends on the reading level of the individual students.

Sample game board, easy sight words (sample words)

for	the
it	he
boy	girl
cat	little
and	up
go	red
is	I

Start here and go up and over

End here

Appendix D

Blends and Digraphs, Short and Long Vowel Patterns, and High-Frequency Words

Examples of Blends and Digraphs:

Initial Consonant Blends: bl-, br-, cl-, cr-, dr-, dw-, fl-, fr-, gl-, gr-, pl-, pr-, scr-, sl-, spl-, sp-, spr-, squ-, st-, str-, sw-,thr-, tr-, tw-

Final Consonant Blends: -ct, -ft, -ld, -lf, -lk, -lp, -lt, -mp, -nd, -pt, -rd, -rk, -rm, -rn -rp, -rt, -sk, -sp, -st

Consonant Digraphs: ch, ck, gh, kn, ng, ph, qu, sh, th, wh

Examples of Short Vowel and Long Vowel Patterns:

Short Vowel Patterns: -ab, -ag, -am, -an, -ap, -at, -ed, -eg, -en, -et, -ib, -id, -ig, -im, -in, -it, -ob, -od, -og, -op, -ub, -ud, -um, -un, -ut

Long Vowel Patterns: -ake, -ape, -ate, -ay, -eat, -een, -eet, -ice, -ide, -ie, -ight, -ike, -ine, -ipe, -oad, -oan, -one, -ope, -une, -upe, -ule

Other Patterns: Include prefixes and suffixes, as well as beginning and ending consonant blends and digraphs

High-Frequency Words:[1]

A list of the 100 most common words in English (from left to right):

the	of	and	a	to	in	is	you	that	it	he	was
for	on	are	as	with	his	they	I	at	be	this	have
from	or	one	had	by	word	but	not	what	all	were	we
when	your	can	said	there	use	an	each	which	she	do	how
their	if	will	up	other	about	out	many	then	them	these	so
some	her	would	make	like	him	into	time	has	look	two	more
write	go	see	number		no	way	could	people		my	than
first	water	been	call	who	oil	its	now	find	long	down	day
did	get	come	made	may	part						

[1] Taken from Fry, Kress, & Fountoukidis, 1993.

Appendix E

Sequence for Word Analysis/Spelling

(Bear, Templeton, Invernizzi, & Johnston, 1996; Cunningham, 1995; Cunningham & Hall, 1994; Scott, 1994)

First to Second Grade Spelling Level:

Initial consonants: high frequency, then low frequency
Short vowels (fish, net, hat, put, pot)
Long vowels: final *e* (silent *e*)
High-frequency initial consonant digraphs (ch, sh, th)
Initial Consonant Clusters (stop, play, print, green, tree, clean, bring, drive, free, etc.)
Final Consonant Clusters (cold, shelf, mask, best, lamp, hand, ant, think)
Less frequent digraphs and consonant elements (e.g., -idge)
Easy homophones (e.g., there/their/they're, it's/its, bear/bare, no/know)

Third to Fourth Grade Spelling Level:

Less frequent vowel patterns (e.g., weigh, hey)
More difficult consonant blends and digraphs (thr-, str-)
Rules of syllable juncture (drop -y and add -ies, double consonant when adding –ing, etc.)
Suffixes and prefixes

Appendix F

Bibliography of Decodable Books Series

(Representative products; not necessarily recommended)

Publisher	Series Name	Contact Information
Celebration Press	Alpha Plus	One Jacob Way
	Little Celebrations Classroom Libraries	Reading, MA 01867 1-800-552-2259
	Phonics Resources	www.celebrationpress.com
	Snap Phonics	
McGraw-Hill	Lippincott Phonics Easy Readers	220 E. Danieldale Rd. Desoto, TX 75115 1-800-442-9685 www.mhschool.com
Modern Curriculum Press	Modern Curriculum Press Phonics and Story Libraries	4350 Equity Dr. P.O. Box 2649
	MCP "Plaid" Phonics	Colombus, OH 43216
	Ready Readers	www.mcschool.com
Oxford University Press	First Story Rhymes	P.O. Box 1550
	Second Story Rhymes	Woodstock, IL 60098
	Sound Stories	1-888-551-1550
Penguin Putnam, Inc.	Easy to Reads	345 Hudson St.
	Puffin Books	New York, NY 10014
		1-800-847-5515
Rigby	Best Practice Phonics	P.O. Box 797
	Decodable Stories	Crystal Lake, IL 60039
	Rhyme World	1-800-822-8661
		www.rigby.com
SRA/McGraw Hill	Open Court	220 E. Danieldale Rd.
	SRA Phonics	DeSoto, TX 75115-2490
		1-888-772-4543
		www.SRA-4KIDS.com
Scholastic, Inc.	Lexile Paperback Libraries	2931 East McCarty St.
	Reading Discovery	Jefferson City, MO 65101
	Shoebox Libraries	1-800-724-6527
	Wiggle Works Books	www.scholastic.com

Appendix F (cont.)

Steck-Vaughn Company	Phonics Readers	P.O. Box 690789
	Phonics Readers Plus	Orlando, FL 32819-0789
		1-800-531-5015
		www.steck-vaughn.com
Sundance Publishing	Hello Reader! Phonics Fun	234 Taylor Street
	Sundance Phonics Readers	P.O. Box 1326
		Littleton, MA 01460
		1-800-343-8204
		www.sundancepub.com
Teacher Created Materials	Easy Readers	6421 Industry Way
		Westminster, CA 92683
		1-800-662-4321
		www.teachercreated.com
William H. Sadlier, Inc.	Sadlier Phonics Reading	9 Pine St.
		New York, NY 10005-1002
		1-800-221-5175
		www.sadlier-oxford.com
The Wright Group	The Wright Skills	19201 120th Ave. NE
		Bothell, WA 98011
		1-800-523-2371

Appendix F (cont.)

Bibliography of Decodable Books Series in Spanish

(Representative products; not necessarily recommended)

Publisher	Series Name	Contact Information
Celebration Press	Pinata	One Jacob Way
	Mas Pinata Fonolibros	Reading, MA 01867 1-800-552-2259
		www.celebrationpress.com
Modern Curriculum Press	Fonolibros Coleccion Parvulitos	4350 Equity Dr. P.O. Box 2649
		Colombus, OH 43216
		www.mcschool.com
Rigby	PM Collection	P.O. Box 797
		Crystal Lake, IL 60039
		1-800-822-8661
		www.rigby.com
Scholastic, Inc.	Wiggle Works - Espanol	2931 East McCarty St.
		Jefferson City, MO 65101
		1-800-724-6527
		www.scholastic.com

Appendix G

Suggested Contraction List

Not	Is, Has	Are	Have	Am
isn't	he's	we're	I've	I'm
wasn't	she's	they're	you've	
didn't	it's	you're	we've	
doesn't	where's		they've	
won't	there's			
don't	here's			
can't	what's			
hasn't	who's			
haven't				
hadn't				
aren't				
weren't				
shouldn't				
couldn't				
wouldn't				
mustn't				
needn't				

Had/Would	Us	Will
I'd	let's	I'll
they'd		it'll
she'd/he'd		he'll
we'd		she'll
there'd		that'll
you'd		they'll
		we'll
		you'll

Appendix H

Teacher Resources

(Representative products; not necessarily recommended)

Author	Book Title	Contact Information
Adams, Marilyn Jager	Phonemic Awareness in	Paul H. Brookes Publishing
Foorman, Barbara R.	Young Children, 1998	Company
Lundberg, Ingvar		P.O. Box 10624
Beeler, Terri		Baltimore, MD 21285
		1-800-638-3775
Bear, Donald R.	Words Their Way: Word	Prentice-Hall, Inc.
Templeton, Shane	Study for Phonics,	P.O. Box 11071
Invernizzi, Marcia	Vocabulary, and Spelling,	Des Moines, IA 50336
Johnston, Francine	1996	1-800-947-7700
Cunningham, Patricia M.	Making Words, 1994	Good Apple, Inc.
Hall, Dorothy P.		23740 Hawthorne Blvd.
		Torrance, CA 90505
		1-800-644-5280
Fitzpatrick, Jo	Phonemic Awareness:	Creative Teaching Press
	Playing with Sounds to	P.O. Box 2723
	Strengthen Beginning	Huntington Bch, CA 92647
	Skills: Grades PreK-2,	1-800-444-4CTP
	1997	
O'Conner, Rollanda E.	Ladders to Literacy: A	Paul H. Brookes Publishing
Notari-Syverson, Angela	Kindergarten Activity	Company
Vadasy, Patricia F.	Book, 1998	P.O. Box 10624
		Baltimore, MD 21285
Pinnell, Gay Su	Word Matters: Teaching	Heinemann Publishing Co.
Fountas, Irene C.	Phonics and Spelling in	361 Hanover Street
Giacobbe, Mary Ellen	the Reading/Writing	Portsmouth, NH 03801-3912
	Classroom, 1998	(603) 431-7894
		Custserv@heinemann.com

References

Bear, D., Templeton, S., Invernizzi, M., & Johnston, F. (1996). *Words their way: Word Study for Phonics, Vocabulary, and Spelling.* Upper Saddle River, NJ: Prentice-Hall.

Cunningham, P. M. (1995). *Phonics they use: Words for Reading and Writing:* New York: Harper-Collins.

Cunningham, P. M., & Hall, D. P. (1994). *Making words.* Torrance, CA: Good Apple, Inc.

Fry, E.B., Kress, J.E., & Fountoukidis, D.L. (1993). *The reading teacher's book of lists* (3rd ed.). Englewood Cliff, NJ: Prentice-Hall.

Scott, J. E. (1994). Spelling for readers and writers. *The Reading Teacher, 48,* 188-190.

Snow, C.E., Burns, M.S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.

Texas Center for Reading and Language Arts/Texas Education Agency. (1998). *Professional development guide—Reading fluency: Principles for instruction and progress monitoring.* Austin, TX: Texas Education Agency.

White, S., (1995). *Listening to children read aloud: Oral fluency 1 NAEP Facts,* (1)

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494